
Getting Teacher Evaluation Right



Effective Teachers...

- Engage students in active learning that builds on their experience
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning to adapt teaching to student needs
- Engage in culturally connected & competent practices
- Create effective scaffolds and supports for language and content learning
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership.





**How Do We Develop and
Ensure Effective Teaching for
Every Child?**

Create Conditions for Effectiveness

- Reduce churn; create continuity
- Build coherent curriculum and common norms and practices
- Assign teachers with continuity in grade levels / courses appropriate to expertise
- Ensure quality mentoring for beginners
- Organize high-quality professional learning, including collaborative planning and learning time

Collaboration drives improvement

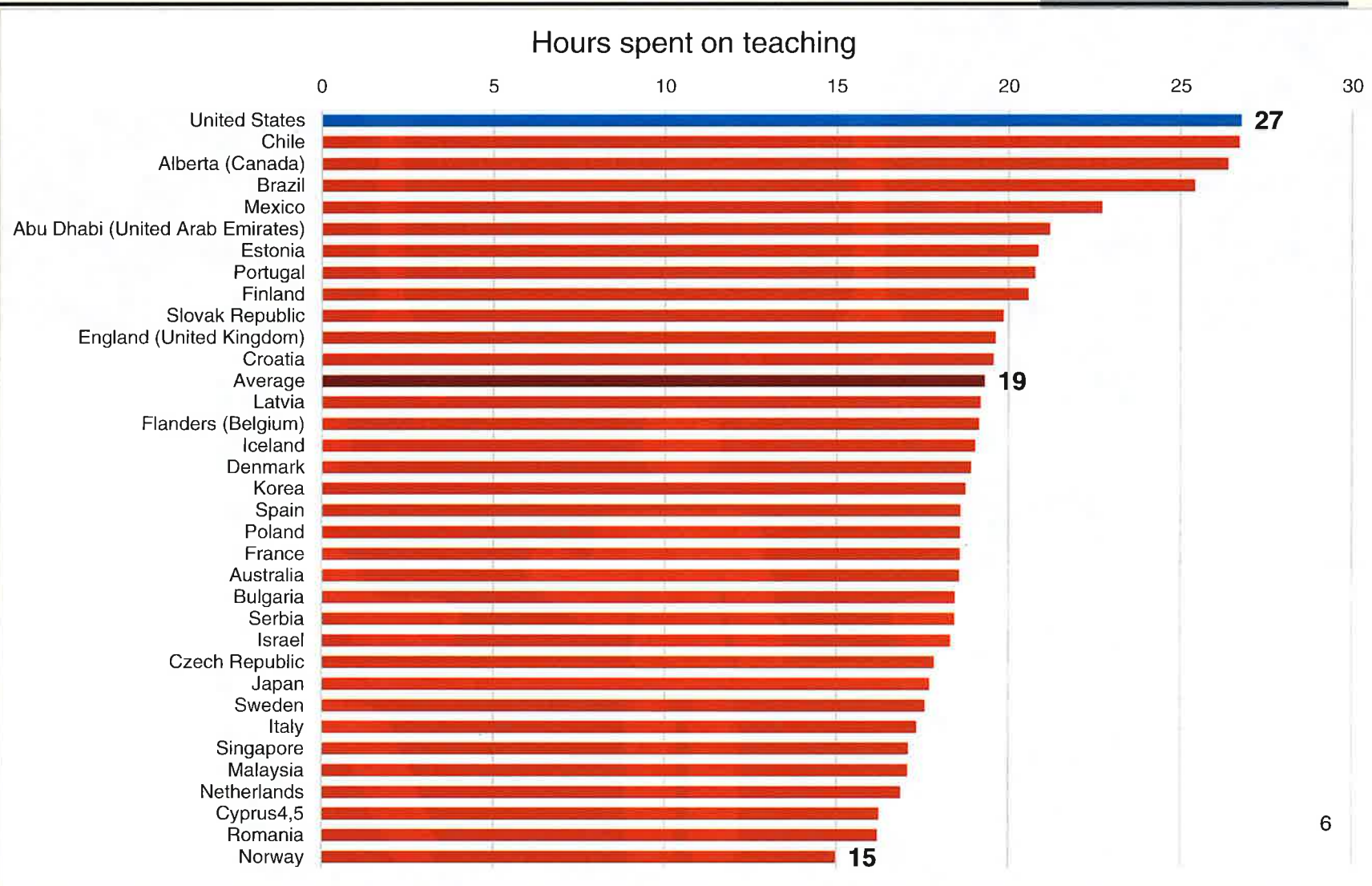
The more frequently teachers participate in *collaborative practices* with their colleagues,

the higher their level of *self-efficacy and job satisfaction.*

And the more likely they are to use innovative practices.

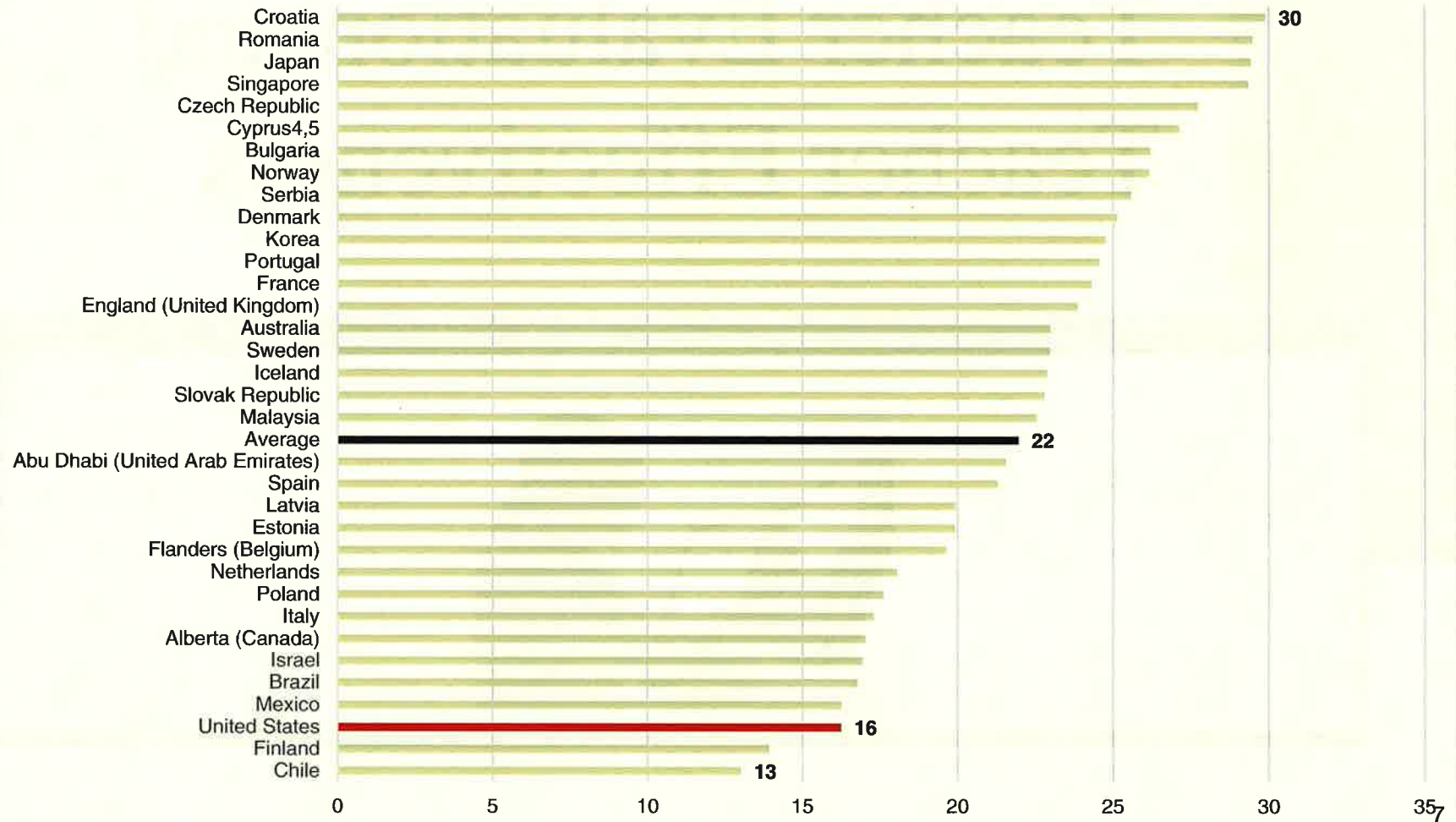


U.S. Teachers Teach the Most Instructional Hours & Have the Least Collaboration Time



US Teachers Have Little Planning Time

Planning minutes per teaching hour



Teacher Evaluation and Teacher Effectiveness



Why has Teacher Evaluation often been problematic?

Lack of

- Clear standards for practice
- Time
- Expertise
- Links to professional development

Little attention to student learning

Unwieldy processes for making decisions

How We Might Make Matters Even Worse

- Focusing evaluation entirely after entry
- Creating systems that focus on ranking teachers rather than improving teaching
- Making decisions substantially based on value-added state test scores
- Putting all of the weight on school principals
- Designing systems that cannot be implemented

Teacher Qualifications Matter

Research finds that student learning gains are related to:

- Strong academic background
- Quality preparation prior to entry
- Certification in the field taught
- Experience (> 3 years)
- National Board Certification

In combination, these predict more of the difference in student learning gains than race & parent education combined (Clotfelter, Ladd, & Vigdor, 2008).

Policies should strengthen & equalize these features.

1. Start with Standards

- **National Board for Professional Teaching Standards (1987)**

- Portfolio used to certify accomplished teaching

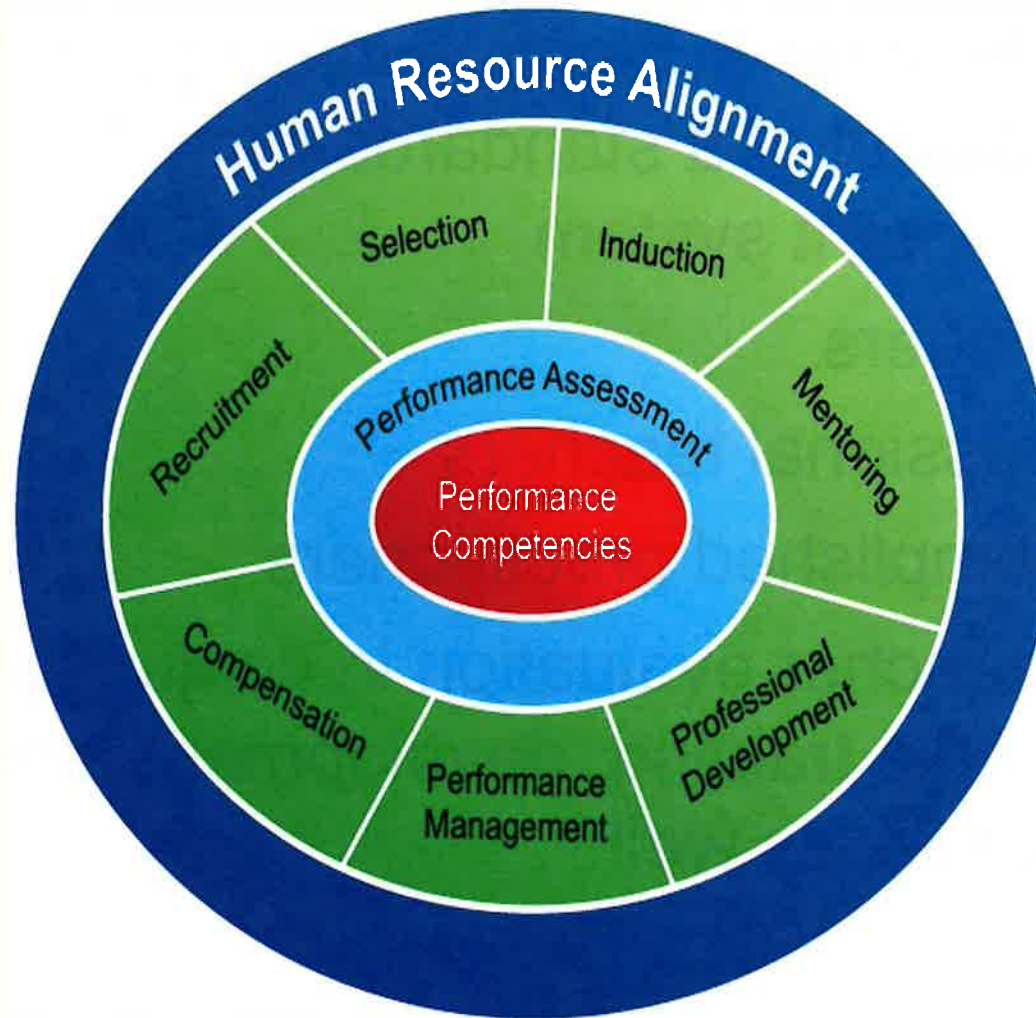
- **INTASC Standards for Beginning Teachers**

- Recently revised to reflect Common Core Standards

- Used to guide licensure and program approval

Evidence shows that the performance assessments associated with both National Board certification and preservice models derived from NBC (PACT, edTPA) are related to teacher effectiveness in producing student learning gains.

2. Think and Act Systemically



3. Create Coherence

- Treat teacher evaluation in conjunction with the creation of a standards-based **teacher development system**
 - beginners
 - professional teachers
 - accomplished practitioners
- Treat teacher evaluation in conjunction with **leadership** training, development, and evaluation, as well

4. Focus on Performance

Teachers and preparation programs learn from performance assessments – videos, lesson plans, student work, and commentary -- showing how a prospective teacher:

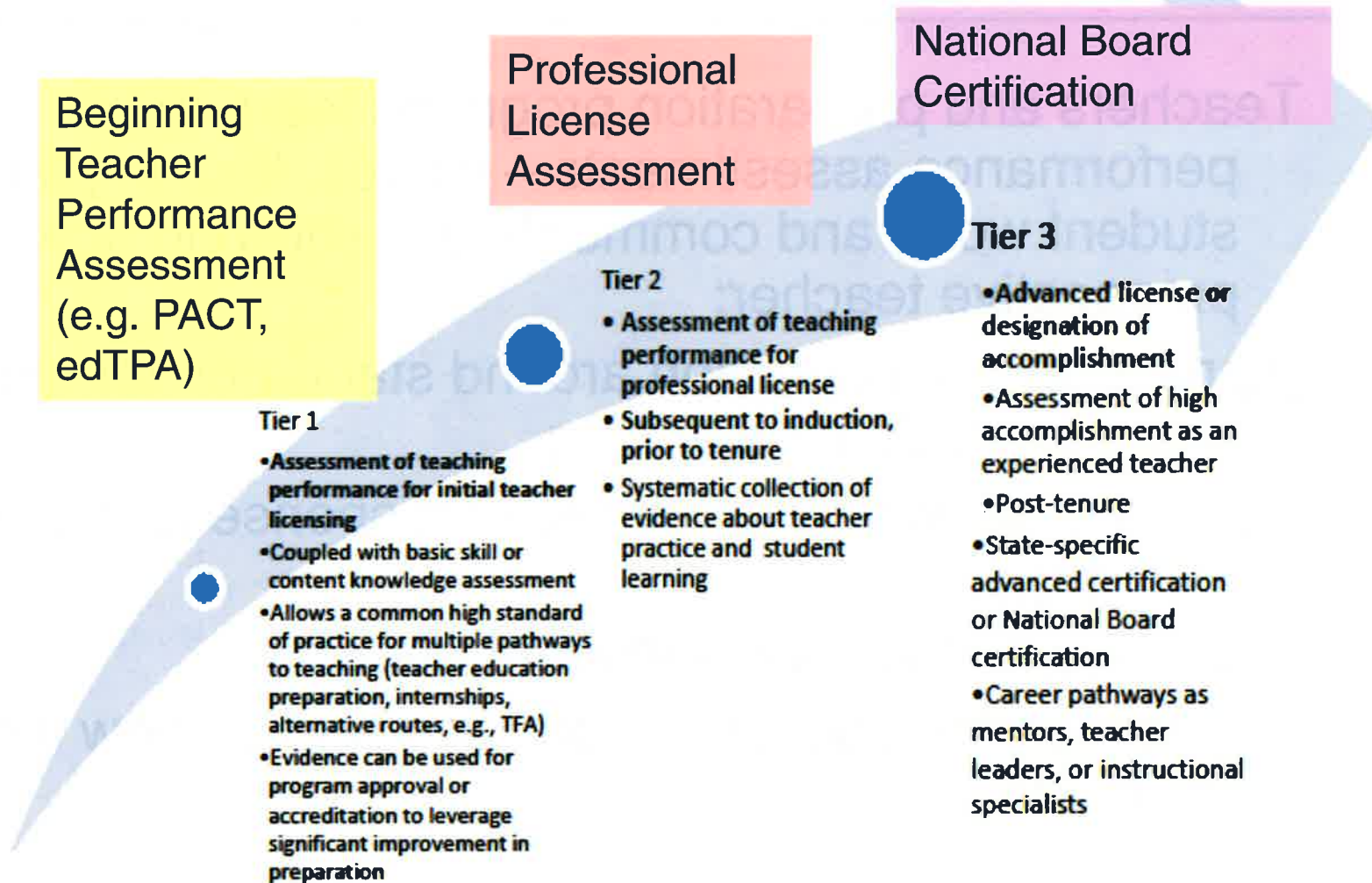
Plans a unit of instruction around standards for students and standards for teaching

Instructs, reflects, and revises in response to students' learning

Assesses and analyzes student learning

Reflects on the success of practice and on how it can be improved

Three Tiers of Teacher Assessment



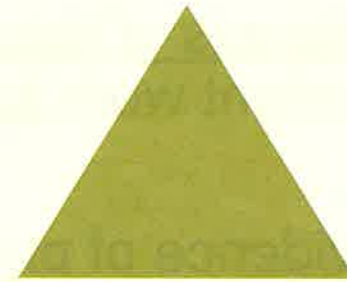
5. Build an Integrated System

- Standards-based measures of practice
- Professional contributions
- Student progress

Linked by goals and considered in context

Integrated evidence of:

practice



professional
contributions

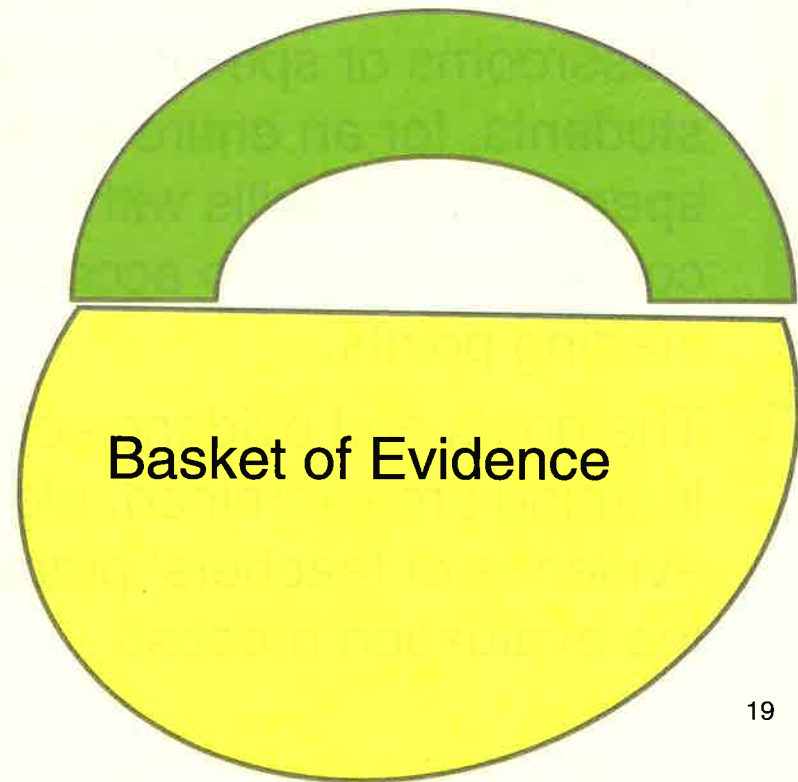
student
learning

6. Use Multiple Measures to Reflect *Instructional Practice*

- Standards-based observation by experts trained in evaluation and, ideally, the content area
- Artifacts of teaching: Curriculum plans, assignments, and student work samples
- Evidence of practices that support student learning in and outside of the classroom
 - work with parents
 - work with colleagues to support students
 - engagement in professional learning
- Feedback from parents and students

7. Use Multiple Measures to Assess Student *Learning*

- Authentic assessments of learning: essays, research projects, investigations; portfolios
 - Local, state, national tests (pre - post measures; AP; IB; DRA)
 - English proficiency gains
 - Accomplishment of learner goals (IEP, other)
 - Documentation of learning
- Goal-Setting Matched to Curriculum and Students Taught



Student Learning Objectives (SLOs)

- A goal-setting process in which teachers assemble learning evidence to evaluate students' progress.
- Teachers set targets—for entire classrooms or specific subsets of students, for an entire course or a specific set of skills within the course—taking into account students' starting points.
- The goals and evidence of student learning are examined, along with evidence of teachers' practices, in the evaluation process.



What might SLOs (and other Collections of Data) include?

Primarily, work that emerges directly from ongoing classroom practice:

- Performance-based assessments, such as papers, presentations, projects, and investigations;
- Classroom tests or rubric-scored tasks (before and after a unit; semester; or year)
- Portfolios of student work, with samples illustrating knowledge and skills before, sometimes during, and after a learning experience;
- School, district, state, or national assessments

-- American Institutes of Research

What About Value-Added Test Scores?

Value related to

- Measuring progress rather than status
- Researching practices and programs



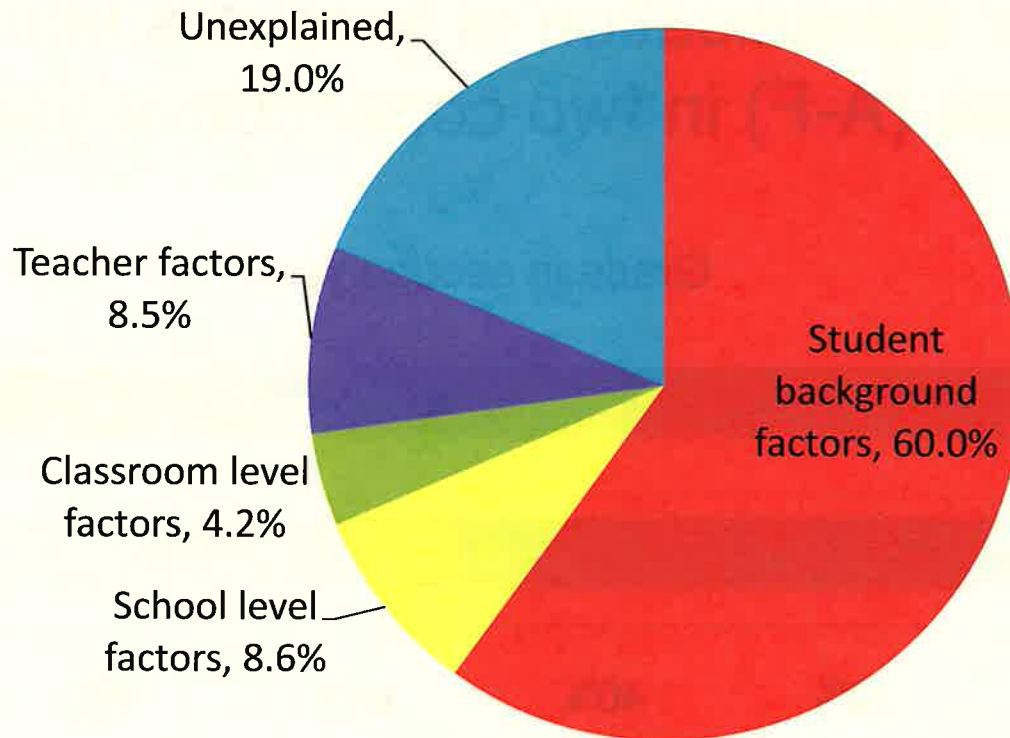
Limitations related to

- Design of state tests
 - Measure only grade-level standards
 - Measure a narrow part of the curriculum
- Other influences on student learning



Many Things Influence Achievement Gains

**Variance in Achievement*
(10th grade Mathematics)**

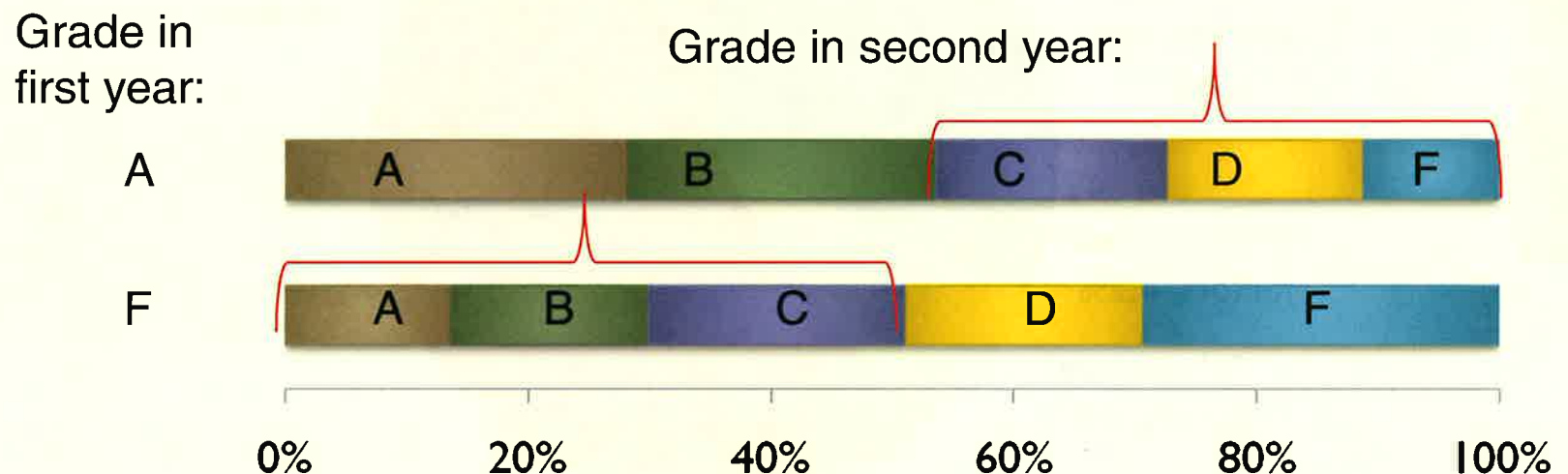


- Model Controls for Prior Achievement
- 95% of school, classroom, and teacher effects were unobservable (i.e. could not be controlled with specific variables)

Source: Goldhaber, Brewer, & Anderson, *Education Economics*, 7 (3), 1999.

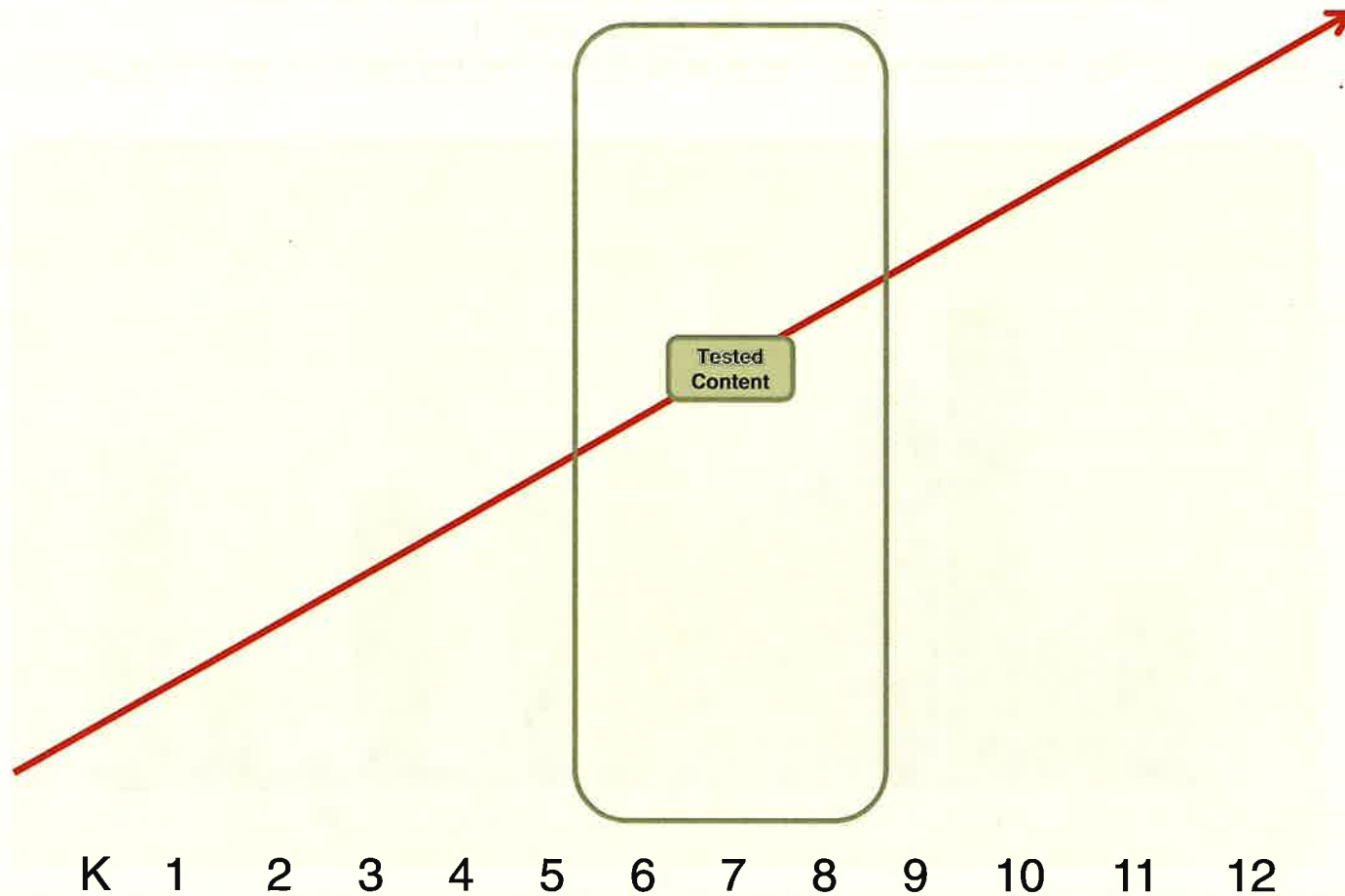
Value-Added Estimates Are Highly Unstable

- Many teachers indicated as effective or ineffective in one year are not for others
- Consider classification of teachers into 5 categories (A-F) in two consecutive years.



Grades A-F correspond to quintiles 1-5. Source: Tim Sass (2008).

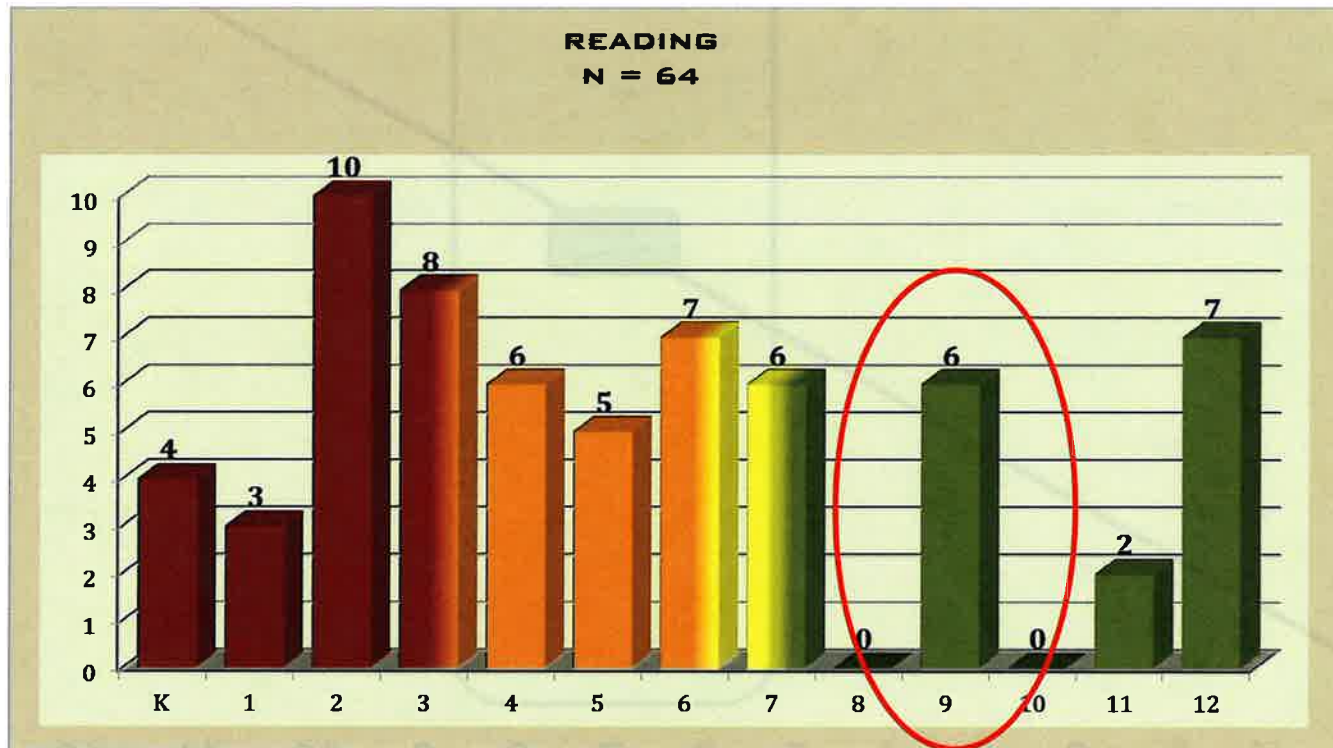
Grade-Level Tests Cannot Measure Growth for Many Students



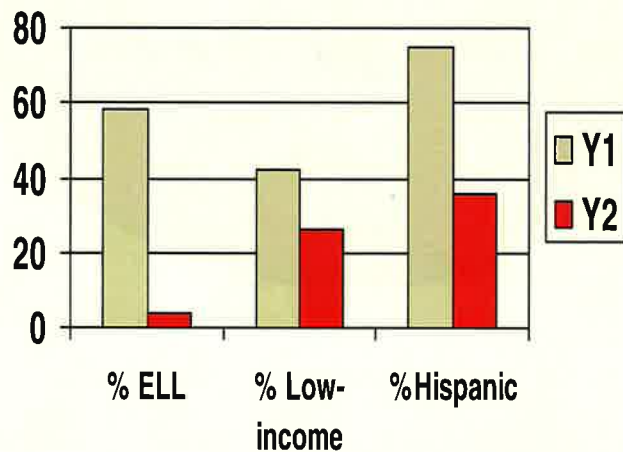
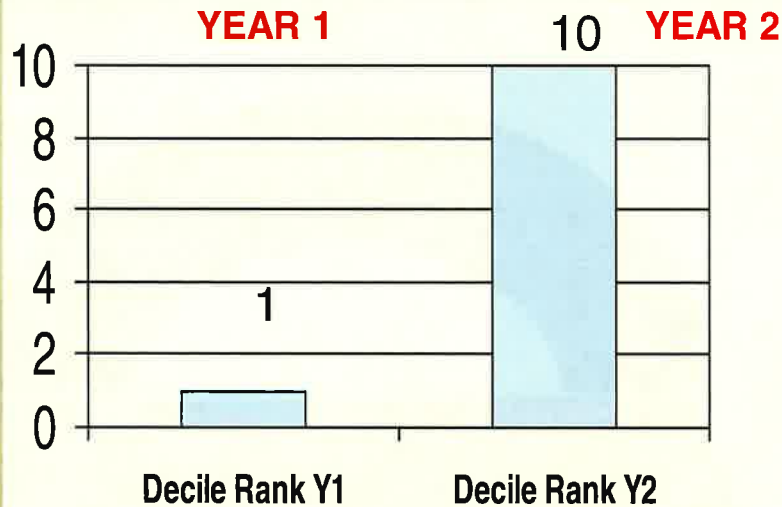
Entering 9th Graders: Reading, 2011

MEASURES OF ACADEMIC PROGRESS (MAP) TEST GRADE 9, FALL 2011

GRADE LEVEL PERFORMANCE FREQUENCIES IN MATHEMATICS AND READING



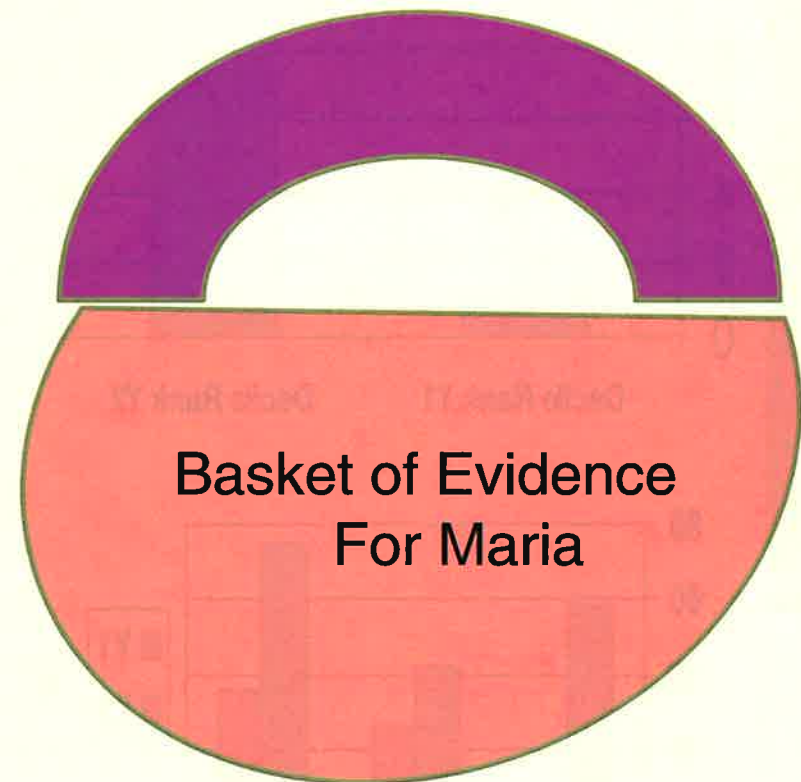
A Teacher's Measured "Effectiveness" Can Vary Widely: 'Maria's' Case



- Same high school
- Same course (English I)
- Not a beginning teacher
- Model controls for:
 - Prior achievement
 - Demographics
 - School fixed effects

Solution: Use Multiple Measures to Assess Student Learning

- English language proficiency gains
- Qualitative Reading Inventory gains
- 9th grade Autobiography paper / exhibition (video) illustrating progress across multiple drafts (linked to curriculum artifacts and teacher feedback)
- School fall and spring scored writing samples



Use of Invalid Metrics Mismeasures Teachers: Carolyn's Case

“Ms. Abbott is a great teacher.”

“Ms. Abbott is my son's teacher, and she has been fabulous. He has never learned more math than he has this year.

“Ms. Abbott is one of my daughter's favorite teachers. She helped my daughter develop a love of math, and the kids really enjoy her class.”

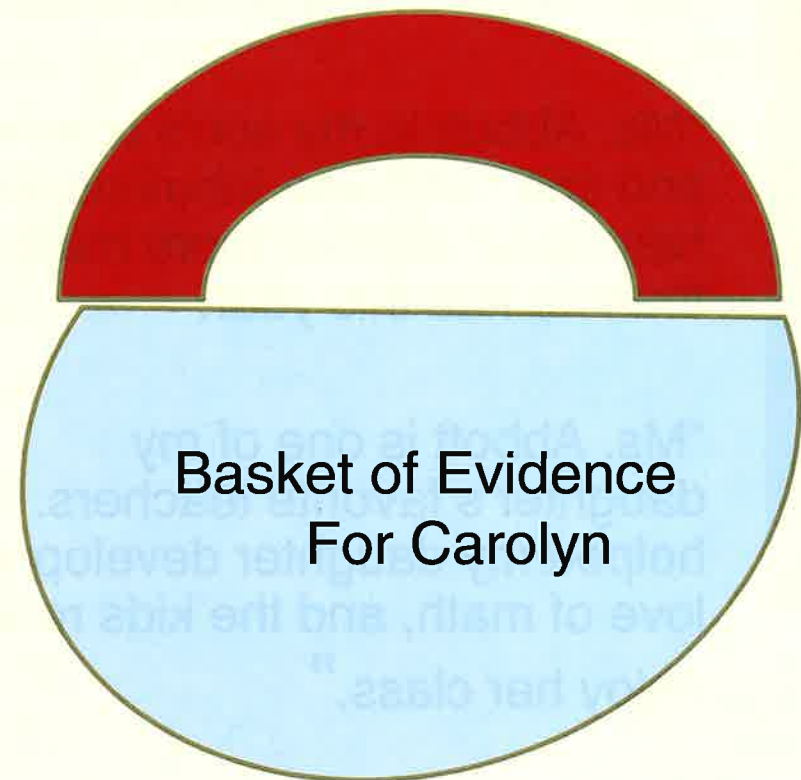
The “Worst” 8th Grade Math Teacher
in New York Based on VAM

“I always loved Ms. Abbott. She is and was an amazing teacher, and no teacher evaluation will ever change that.”

“I am a sixth grader at Anderson, and I have been looking forward to having math class with Ms. Abbott since the fourth grade.... She is one of the best math teachers ever, in my opinion, and I would do anything to keep her here at Anderson.”

Example of Multiple Measures: Carolyn's Basket

- Regents Exam outcomes with fall pre-test on Regents test material
- Pre- and post-test for unit on quadratic equations (Carolyn's focus this year) linked to curriculum and teaching evidence from that unit
- Scores & work samples for the 8th grade math/science inquiry project, with focus on students' applications of mathematics, as compared to the previous year
- Student survey of attitudes about math (pre- and post)



8. Develop Effective Processes

- Create Peer Assistance and Review systems for making decisions about tenure and continuation in cases of intervention
- Use expert teachers to support coaching and peer evaluation
- Develop a manageable process

9. Link to High-Quality Professional Development

Well-designed professional development can improve practice and increase student achievement.

A review of experimental studies found that student achievement increased by 21 percentile points among programs offering extended PD (49 hours on average over 6 to 12 months). (Yoon et al., 2007)

One-shot workshops (PD <14 hours) had no positive effects.

What Kind of PD ?

When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle



A Paradigm Change

■ FROM:

- Sit and get
- Drive-by
- One size fits all
- Disconnected from teachers' classroom and students

■ TO:

- Content-focused
- Active
- Collaborative
- Using models & modeling
- Coaching
- Feedback and reflection
- Sustained over time



Slide 34

MG2

Maria and Danny- I added an effect here, so that the elements will appear after a click. What do you think?

Madelyn Gardner, 5/26/2017

10. Emphasize Collaboration

[Student learning evidence] can be used to promote collaboration and reflection on practice among educators. By analyzing work in teams and by setting schoolwide, subject-level, grade-level, or team-based goals, educators can work together to better understand and meet the needs of all students. The goal-setting and inquiry cycle encourages educators to share strategies and seek guidance and assistance from specialists who support student learning.... (AIR)

New Mexico Approach: South Valley Academy

- 3-tiered state portfolio-based licensing system
- Within the school, PDP (Professional Development Plan) used for goal-setting; focused collaborative work; and assessment of results -- A practitioner action research evaluation model

Case in Point

- Andres' focus on improving vocabulary learning in chemistry
 - measurable goals [58% to 80% mastery]
 - a variety of strategies, developed with peers
 - tracking of outcomes on multiple measures [14 artifacts collected in his portfolio with analysis of student learning]

Andres' Reflection

“These collaborations are perhaps the most powerful and useful part of the PDP process. Staff became aware of the many learning gaps that we are noticing in our students, and we began working collaboratively to share and find ways to address those learning gaps. Many times other staff members noticed things that were happening that I hadn't noticed before, but as soon as they said it, I was like, “Yeah, that's happening with my students, too.” In many of the meetings, teachers together can start noticing trends, and then the project is even more meaningful....

Having a forum to share effective strategies for student learning opens the door for *every teacher at the school to help every other teacher get better.*”

If We Take Teaching Effectiveness Seriously, We Will Ensure...

- Teaching conditions that support success for students and teachers
- High-quality mentoring for all beginners
- Sustained, practice-based collegial learning opportunities for all educators
- Well-designed schools with thoughtful, coherent curriculum
- Evaluation systems that are
 - Standards-based, integrating practice and outcome data
 - Linked to coaching and professional development
 - Rigorous at tenure and other key junctures
 - Designed to provide assistance, due process, & timely decisions